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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with students in grades K-12 or individuals and groups in agency settings. The goal of this module is to help users develop skills in redefining current relationships in terms of the change agent role, identifying and selecting program development teams, and identifying and selecting strategies for supporting team program development efforts. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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ED181385

USING CHANGE AGENT SKILLS TO MANAGE CAREER GUIDANCE PROGRAM DEVELOPMENT

MODULE 28

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

MODULE GOAL AND OBJECTIVES

Module Goal

This module is directed toward guidance managers in school (K-12) and agency settings such as guidance directors, student personnel administrators and agency administrators responsible for counseling services. It is also designed for students in pre-service education programs who are involved in field placement or internship programs, or who have had work experience in organizational settings prior to or during their participation in the module. Students in pre-service programs without previous organizational experience should be involved in a concurrent field placement to make the learning experiences personally relevant.

It is assumed that the organization has made a tentative commitment to developing a new or revised career guidance program, and has designated the guidance manager as the change agent to support program development activities. Pre-service students will hypothetically assume the change agent role.

The module focuses on helping you develop skills in redefining your current relationships in terms of the change agent role, in identifying and selecting program development teams, and in identifying and selecting strategies for supporting team program development efforts.

Module Objectives*

When you have successfully completed this module, you will be able to:

1. Identify discrepancies between your current manager behaviors and ideal change agent behaviors.
2. Demonstrate behaviors which will reduce the discrepancy between current relationships and the ideal change agent relationship.
3. State positive attitudes toward the change agent role.
4. List the advantages of using teams to support and sustain program development.
5. Demonstrate skill in selecting members of a program development team.
6. Demonstrate skill in selecting strategies to support team program development.

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*The criteria for attainment of the objectives are available in the Coordinator's Guide.

MODULE OUTLINE

Approximate Time	*Activity*	*Objectives*
1/2 hour	Introduction Overview of Program Manager as a Change Agent. Activity to check your current status. Explanation of structure and purpose of the module.	
4 1/2 hours	Text Reading sections and activities on "Ideal Change Agent Relationship," "Internal Change Agent," "Using Teams to Support Program Development," "Selecting a Representative Program Development Team," and "Strategies for Supporting Team Program Development Efforts."	1-6
1 hour	Application Planning for use of your acquired knowledge and skills by developing strategies for achieving 14 change agent goals for supporting program development.	1-6
10 minutes	Wrap-Up	

GLOSSARY

Internal Change Agent - An individual within the organization who performs a variety of functions which support change such as providing motivation and reward, gaining administrative and community support, identifying and communicating program alternatives, and facilitating open communication among sub-groups within the organization.

Program Element - A specific method of utilizing staff and resources to deliver career guidance programs.

Program Manager - An individual within an organization who is responsible for supporting and managing people within the organization in their efforts to design, implement, and revise career guidance programs.

Program Development Team - A group of individuals from within the organization who have been selected to be representative of various sub-groups and who are responsible for developing career guidance programs to be implemented within the organization.

PROGRAM MANAGER AS CHANGE AGENT

Career guidance program development involves leadership, time, resources, and planning. The first twelve modules in this series focus on a systematic approach to developing career guidance programs. Guidance managers play a key role in this program development process. A program manager is anyone who has recognized responsibility for managing career guidance programs such as a director of guidance, a building level department chairperson, or an interested counselor who is willing to accept responsibility for program development. Program managers are faced with the question of how to most effectively support others as they plan and implement new or revised career guidance programs. The change may be large, such as implementing a computerized guidance system or designing a new curriculum, or smaller, such as using new career information materials or a new interest inventory. Whatever the results of program development activities, they are changes and, therefore, you as a program manager can be more effective if you understand the nature of the change process and develop specific change agent skills. This module will help you define the program manager role to include the change agent role and develop skills in being a change agent.

THE CHANGE PROCESS

There are many ways in which change can occur. Some of these are (1) someone can dictate a change and force others to accept it; (2) someone can work independently and initiate change without the support of others; or (3) a group can work together to systematically plan change. Systematic career guidance program development relies on the group planning model of change. This change model includes the following:

1. Change is an *ongoing* process which results in continuous program renewal.
2. A *number of groups* are involved in the change process and their input is used in program development and revision.
3. The change process involves a *group or team of interested staff* who represent various sub-groups within the organization.

4. The change process provides *resources and leadership* to help staff develop the new skills and attitudes needed to implement program changes.
5. The change process provides the opportunity for *gradual, small-step acceptance* of changes.
6. The change process provides the opportunity for people to give *feedback* about the change, and this feedback is used to evaluate and revise the program.
7. The *program manager is a change agent* who performs a variety of functions which support the change effort. Some of these are to provide motivation and reward, to gain administrative and community support, and to facilitate open communication between those involved in program development.

ACTIVITY - CURRENT STATUS REPORT

This activity will help you check the current status of your organization before you start this module. Read the following five items and check "yes" or "no." If you are not a program manager responsible for the development of career guidance programs, respond in terms of program development efforts you have observed in your current/past work setting or in your current field placement setting.

Yes No 1. The organization is committed to using a systematic program development model to develop a new or revised career guidance program.

Yes No 2. The need for career guidance program development is recognized by various groups within the organization.

Yes No 3. The organization has made a commitment (time, resources) to develop a new or revised career guidance program.

Yes No 4. The program manager has been formally identified as the person to manage these program development efforts (change agent).

Yes No 5. Other people in the organization know that the program manager will be the change agent.

All of the five conditions are important first steps in developing and implementing career guidance programs. Successful program development efforts will rely on these pre-conditions.

IDEAL CHANGE AGENT RELATIONSHIP

IDEAL CHANGE AGENT RELATIONSHIP

Your Behavior is Important

If the program manager is to facilitate the program development efforts of various groups, it is important that the manager work to establish a *relationship* with program development team members which will support change. The following section describes the characteristics of an ideal change agent and gives an example of each. These characteristics can provide the basis for helping you define the type of relationship which you might want to form with team members if program development activities are to result in real program change.

IDEAL CHANGE AGENT RELATIONSHIP

1. *Reciprocity* - Free give and take between the manager and team members.
2. *Openness* - Willingness of manager and team members to listen to new ideas, to share problems, and to give feedback to each other.
3. *Realistic Expectations* - Manager and team members work cooperatively to set goals and to commit themselves to specific tasks.
4. *Reward* - Manager designs rewards for the time and energy which team members commit to program development.
5. *Structure* - Manager and team members cooperatively plan who will do what by when and how.
6. *Shared Power* - Manager and team members share decision making process.
7. *Minimum Threat* - Manager designs procedures to help team members deal with changes related to the new or revised program.
8. *Confrontation of Differences* - Manager and team members openly discuss and resolve differences of opinion.
9. *Involvement of All Relevant Parties* - Manager and team members communicate on an ongoing basis with other groups within the organization.

Reciprocity

There is free give and take between the program manager and the team members. Both are willing to give and receive information. While the manager may help team members find sources of information, s/he encourages them to share information they may have. There is a balance where the developers are encouraged to take initiative and responsibility for program development efforts.

Free Give and Take

Example: A program manager in a school district was working with a team of counselors and teachers to develop a career development curriculum for the elementary school. There was money available for inservice training. The manager always talked to the program development team to determine what information it needed before scheduling inservice workshops. The team felt that the inservice workshops were helpful because they always spoke to its current information needs and were scheduled at a time that was convenient for the team.

Openness

There is openness between the program manager and the team members. This means that both sides are willing to listen to and accept new ideas, to share problems and to give feedback to each other.

Share Information

Example: A team of counselors worked cooperatively with teachers to develop career development units for use with junior high students. After initial program planning sessions, the manager met with the teams and encouraged them to openly share problems they were having. He first shared some problems he had in his past experiences in teaming such as lack of agreement on content, differences in style of working with students and problems of timing meetings. The teams then aired problems they were having and other team members helped them develop solutions.

Realistic Expectations

An important first step in any program development effort is to state exactly what will be accomplished and what the role of each person will be. This means that the manager and team members need to work cooperatively to set goals and to commit themselves to specific tasks. It is important to emphasize the "realistic." A common error is to commit both the manager and team members to more than can be accomplished.

Set Reasonable Change Goals

Example: A guidance director was working with the high school counselors in her district to develop career planning activities for use in group guidance. She found that at the beginning of the first year, the counselors were very excited about the idea and promised to spend much of their time developing the program. As the year progressed, they were unable to keep their promise and felt discouraged. The next year, she explained the program and then gave the counselors two weeks to decide what type of commitment each wanted to make. She then met with the counselors and helped them reduce their time commitment to a level that seemed reasonable to each person.

Expectation of Reward

It is important for each person involved in program development to feel that there will be some reward for his/her involvement and effort. One obvious reward is that the new program will provide benefits to staff and clients. Other rewards, however, can be equally important in motivating sustained program development effort. Some of these are recognition for effort, released time or additional pay.

Example: A program manager worked intensively with teachers over a three year period to develop career development units. This project resulted in many published units and several conference presentations. Throughout the project it was the manager's policy to always give author-

ship to the specific teacher who had developed each unit, to involve teachers in all presentations and to publicly acknowledge individual effort whenever possible.

Structure

The continued progress of program development activities depends on the amount of structure. Structure is the planning of who will do what by when and how. There are many ways of providing this structure such as making contracts or developing flow charts. It is important that both the manager and team members are involved in developing the structure and that, although the structure is followed, there is some flexibility to modify it periodically.

Clear Tasks and Responsibilities

Example: Through a needs assessment the guidance staff in a large high school had set specific program development goals for each grade level. Counselors were working in small teams to develop program alternatives to deliver the goals to each grade level. The program manager worked with each sub-group to set time lines and specific planning tasks to be accomplished. Throughout the planning period, he routinely monitored each sub-group. While monitoring, however, he focused on the type of help he could provide to assist each group such as information, scheduling planning time, or resolving differences of opinion.

Shared Power

Program development depends on the manager's sharing power with the team members. Since people tend to reject change that has been forced on them, it is crucial that each person involved in program development feels that s/he has some power to shape the nature of the new program. A program manager needs to continually ask, "Do I have to make this decision or could the team make it?"

Share Decision Making

Example: As part of a funded career guidance program, there was money for released time for teachers and counselors for program planning days. The program manager negotiated with building principals and central administration and reached agreement that counselors and teachers in each building could manage their own program planning time. Each building team was given three inservice days. Whenever the team decided they needed program planning time, they had the power to request substitutes to cover their students while they were meeting.

Minimum Threat

Change can be threatening because it requires people to do new things and to devote extra energy to develop new behavior and skills. A program manager needs to help reduce this threat for team members. Some ways of reducing threat are making participation voluntary, setting reasonable time lines and helping relate new program developments to the existing program.

Make Change Comfortable

Example: A program manager asked for counselors to volunteer to join a program planning team to strengthen the career development aspects of the existing guidance program. He interviewed all of the counselors and discovered that three of them had not volunteered but rather their building principals had appointed them. These counselors were not really interested in program development because they had made previous time commitments and felt pressured. He, with the permission of the counselors, talked with the principals and suggested that the counselors might wait until later in the year or next year to join the planning group.

Confrontation of Differences

There is the opportunity for the manager and team members to openly discuss differences. This might include such areas as program goals, program development

Build on Diverse Strengths

structure, or hidden agendas. Confrontation of differences will be more possible if other characteristics such as reciprocity and openness are present. Also, differences can be tolerated more if the program development structure allows for differentiated roles and individual task assignments.

Example: A guidance staff was developing career development units. They had agreed on five major goals which the units would address. The program manager had the guidance staff work in small teams by building. Each building team could select one career development goal. If more than one team selected the same goal, each was able to develop a unit for that goal. After units were developed all teams shared units, discussed differences and in some cases piloted each other's units.

Involvement of All Relevant Parties

Although program development may be more efficient if done by a small group, it is important to remember that many groups will be involved when the program is implemented. It is important to involve groups such as program consumers (students and clients) and policy decision-makers (administrators) in setting planning goals and reacting to program designs.

Keep Public Informed

Example: A program manager of a continuing education center used a "reactive" model of program development. When several senior citizens expressed the desire to the manager and staff to have special programs designed for their needs, the manager formed a committee of senior citizens and had them identify needs. The manager and staff then identified program alternatives to meet those needs. The senior citizens were then involved in selecting program alternatives and some were trained to be peer counselors within the program.

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Summary

There are several skills and behaviors which change agents use to motivate and manage organizational change. The characteristics of an ideal change agent relationship provide a basis for helping you identify skills and behaviors which you might use to support program development. This section has described and given examples of the nine characteristics of an ideal change agent relationship including reciprocity, openness, realistic expectations, expectation of reward, structure, equal power, minimum threat, confrontation of differences and involvement of all relevant parties. You will now participate in some activities to help you better understand these relationships in terms of these ideal characteristics.

ACTIVITY - IDEAL CHANGE AGENT CHARACTERISTICS

This activity will help you better understand each of the nine change agent characteristics. The Coordinator will give you instructions for the activity.

Change Agent Characteristic_____

Definition of the Characteristic (from text)_____

_____

Situation	Behavior

ACTIVITY - RATE YOURSELF ON IDEAL CHANGE AGENT CHARACTERISTICS

Below are listed the nine characteristics of an ideal change agent. There are two responses for each characteristic. Please complete both responses for each of the nine characteristics. When you have completed your ratings, list the skills you most need to develop in Item 10.

1. *Reciprocity*

   A. To me, this now means _____

   _____

   B. I would be comfortable now using three behaviors which support this characteristic in a management relationship. SA A D SD

2. *Openness*

   A. To me, this now means _____

   _____

   B. I would be comfortable now using three behaviors which support this characteristic in a management relationship. SA A D SD

3. *Realistic Expectations*

   A. To me, this now means _____

   _____

   B. I would be comfortable now using three behaviors which support this characteristic in a management relationship. SA A D SD

4. *Expectation of Reward*

   A. To me, this now means _____

   _____

   B. I would be comfortable now using three behaviors which support this characteristic in a management relationship. SA A D SD

5. *Structure*

   A. To me, this now means _____

   _____

   B. I would be comfortable now using three behaviors which support this characteristic in a management

relationship. SA A D SD

6. *Equal Power*

   A. To me, this now means _____

   _____

   B. I would be comfortable now using three behaviors which support this characteristic in a management relationship. SA A D SD

7. *Minimum Threat*

   A. To me, this now means _____

   _____

   B. I would be comfortable now using three behaviors which support this characteristic in a management relationship. SA A D SD

8. *Confrontation of Differences*

   A. To me, this now means _____

   _____

   B. I would be comfortable now using three behaviors which support this characteristic in a management relationship. SA A D SD

9. *Involvement of All Relevant Parties*

   A. To me, this now means _____

   _____

   B. I would be comfortable now using three behaviors which support this characteristic in a management relationship. SA A D SD

10. The ideal change agent characteristics in which I most need to develop skills are:

    _____

    _____

    _____

    _____

    _____

INTERNAL CHANGE AGENT

Usually program managers are employed by a particular school or agency and when they function as a change agent in program development activities, they are *internal change agents*. Another type of change agent is the external change agent who works with an organization for a specific period of time and then leaves. As an internal change agent, the program manager has some advantages and some potential disadvantages.

Advantages of the Internal Change Agent

1. *You know the system* - If you are a manager, you are employed by the system and have a good understanding of its characteristics.
2. *You speak the language* - You have been in contact with people inside the system and, therefore, can communicate easily with them.
3. *You know the norms* - You know the community and the organization and, therefore, understand what is important, how things are done and who belongs to various sub-groups.
4. *You understand and support the need for change* - You are aware of what has been tried in the past and what the needs of people are. You are probably very supportive of the need to change.
5. *You are known by others* - You are not entering as a stranger. People you will be working with already know you and may well trust you.

These are Your Strengths

Summary: As an internal change agent, you have many advantages. You know the system and the people with whom you will be working and they know you. This means you have the potential to communicate easily, to understand needs and to know the norms and structure of the organization. These advantages can help you develop effective change strategies

and develop an effective change relationship with the program development team.

Possible Limitations of the Internal Change Agent

The very advantages of being the internal change agent also have the potential to be disadvantages. It is important for the program manager to be alert to these possible disadvantages.

These Can Be a Problem

1. *You may lack perspective* - You know the system but you may know only part of it or may know some parts better than others. When redefining your role in terms of a change agent, you need to test your current understanding of the system and gather information about those parts of the system which are unknown to you.
2. *You may lack skills and knowledge* - You may speak the same language but you may not know what to say or do. The characteristics of the ideal change agent indicate the types of knowledge and skills which are needed by a change agent. When redesigning your role in terms of a change agent, you need to build specific knowledge and skills.
3. *You may not have the responsibility* - Although you may understand your organization and community, they may not view you as having the responsibility or authority to be a change agent. If you are currently a manager, you may be seen as having power but that power may not include the authority to initiate and support program changes. In redefining your role as a change agent, you will need to negotiate with individuals and groups within the system to define your power and authority and to establish your responsibility for program development and change.
4. *You may not have the time* - Although you understand and support the need for change, your current job responsibilities may not allow the time

needed to function as a change agent. In redefining your role in terms of a change agent, you need to list the specific functions you will be performing as a change agent and negotiate to reduce other functions which you are currently performing.

5. *You need to redefine your role* - You may be well known in your system, but people probably do not see you as a change agent. You will need to spend considerable time defining your role as a change agent and working to establish that role to various groups within your system.

Summary: As an internal change agent, you have several potential disadvantages. You are confronted with such problems as limited knowledge of some parts of the system, limited power, need to develop new skills, need to redefine current job responsibilities and need to communicate your new role to others in the system. Careful planning can help reduce these disadvantages before they become real problems.

ACTIVITY - REDEFINING YOUR ROLE

This activity will provide the opportunity for you to work with a partner to develop specific strategies for redefining your program manager role to enable you to function as a change agent. If you are currently a guidance manager, you should use your own work setting. If you are not currently a guidance manager, a simulation is provided for you. The Coordinator will give you instructions for this activity.

Case Study: Redefining Your Role

You are the guidance director of a suburban school district. You have been employed in the school district for fifteen years holding the positions of high school teacher, high school counselor and department chairperson of the high school guidance department. Two years ago, you were appointed district-wide guidance director. At that time, there were two junior high schools and one high school in your district. When you assumed the guidance director role, you reduced your counseling load to half-time in the high school and, since you already had an office there, you continued to work from the high school building. Last year, your district, which has a rapidly increasing population, opened two new junior high schools and one new high school. At that time, you assumed full-time administrative responsibility with no student caseload. During last year, the Board of Education asked you and counselor representatives from all secondary buildings to present a proposal to the Board to strengthen the career development aspects of the guidance program. After the presentation, the Board indicated its willingness to provide increased financial support for guidance if you would take the responsibility for developing the career development component of guidance at the junior and senior high level and would work cooperatively with the elementary schools to begin career development programs at that level. You accepted this role and initiated planning with your supervisor, the Assistant Superintendent for Secondary Education, and with his counterpart, the Assistant Superintendent for Elementary Education who you know but had never worked with directly. Last spring, the Superintendent of Schools resigned and the Board hired a new Superintendent. You are on an eleven month contract. It is now August and you are developing your plan for implementation of the Board of Education mandate for strengthening career development programs.

Checklist for Redefining Your Role

Goal 1: Test your knowledge of the total system and seek information about parts of the system which are unfamiliar to you.

Goal 2: Seek and gain administrative acceptance and visible support for your role as a change agent.

Goal 3: Redefine your current job responsibilities to include change agent functions and to reduce other less necessary functions.

Goal 4: Seek and acquire specific skills, knowledge, and attitudes you will need to function as a change agent.

Goal 5: Redefine your current relationship with others in the system in terms of ideal change agent relationship characteristics.

Role Play Observation Form

During the role play, you were someone in the program manager's work setting. The program manager was attempting to redefine his/her role in terms of a change agent relationship. Please rate the program manager's behaviors on the following nine characteristics.

1. Reciprocity - There was free give and take between you and the manager.

_____	_____	_____
Definitely Used	Not Clear Whether Used	Not Used

2. Openness - Manager was willing to listen to your ideas, share problems, and give feedback.

_____	_____	_____
Definitely Used	Not Clear Whether Used	Not Used

3. Realistic Expectations - Manager worked cooperatively with you to set goals and to identify tasks.

_____	_____	_____
Definitely Used	Not Clear Whether Used	Not Used

4. Reward - Manager made it clear what the rewards would be for you.

_____	_____	_____
Definitely Used	Not Clear Whether Used	Not Used

5. Structure - Manager worked cooperatively with you to define the exact nature of your involvement in the program.

Definitely Used	Not Clear Whether Used	Not Used

6. Shared Power - Manager showed willingness to involve you in the decision making process.

Definitely Used	Not Clear Whether Used	Not Used

7. Minimum Threat - Manager helped you develop ways of changing your behavior.

Definitely Used	Not Clear Whether Used	Not Used

8. Confrontation of Differences - You and manager openly discussed and resolved differences of opinion.

Definitely Used	Not Clear Whether Used	Not Used

9. Involvement of All Relevant Parties - You and manager discussed important groups who needed to be informed of manager's new role.

Definitely Used	Not Clear Whether Used	Not Used

10. Name of program manager _____

USING TEAMS TO SUPPORT PROGRAM DEVELOPMENT

A Working Group

You have now had the opportunity to look at some of the ideal characteristics of the change agent relationship and to develop some specific strategies you can follow to redefine your current role in terms of change agent behaviors. The program manager, functioning as a change agent, can facilitate program development and implementation. Since this module is focusing on program development activities, the remaining time will be devoted to helping you develop strategies for initiating and supporting program development activities.

Program development is a specific task which requires time, effort and knowledge, and results in program designs which can be implemented by others in the organization. Because of the time and effort involved, it is usually not practical or possible to involve all staff members in the program development process. One effective program development strategy is to identify and select representatives who understand the concerns of various groups and can represent these on the program development team. This teaming has several advantages. There are also some important principles to follow if teaming is to be successful.

ACTIVITY - EXAMPLE OF TEAMING

Listen to the following interview with a change agent, a counselor and a teacher who have been involved in a team program development project. As you listen, note three advantages of teaming.

C.A. - Change Agent, T. - Teacher, C. - Counselor

C.A. We've had a year's experience in using the team approach to designing career development units which counselors and teachers can team together in the classroom. How do you feel?

T. Pretty good. I think I understand better what counselors do and I feel that they understand my role better too.

C. I agree with that. There has been good communication and I feel that the units we developed were really a team effort.

C.A. Good. I agree that the team was successful. I would like to ask you some questions about how the team process worked. Your honest answers will help in the future as I work with other teams. First, if you can think back to the beginning of the project, do you think you really understood what you were getting into when you agreed to join the team?

C. I think so. Things were a little hazy but I knew that I wanted to provide more assistance to students in developing career planning skills. I have one planning interview with each of my students during the year but I really didn't think that was very effective. Also, with the new emphasis on career education, I had done some reading and had some understanding of career development.

T. Well, yes and no. I understood what would be expected of the team in terms of time and energy. Also, I was aware of the general movement toward integrating career education in the curriculum. My problem was that I was torn because I have other priorities which are important - things I think my students should learn - and I wasn't sure there would be time to work in the career development area.

C.A. What motivated you to join the team and keep working throughout the year?

T. Well, at first, I joined more because I thought I should than because I really wanted to. I'm just one of those people who is willing to listen to an idea before I make a judgment. Later what really helped to keep me going was the information I got from different group members. I suddenly realized that many career development goals fit perfectly with what I am already trying to do in the classroom.

C. I remember that I was amazed to find out how many self-awareness and decision making activities teachers were already doing.

C.A. So the important thing was to be able to relate it to other things you were doing.

T. Yes, that was important.

C.A. What about time? All of the team members spent a lot of time in planning meetings this year and also on your own developing materials. Was it too much?

C. At times it seemed like it. It was really important to have released time for meetings and writing.

T. Yes. I found that there were times when I was just under too much pressure with other things I was doing. It was helpful, at those times, to be able to be free to suggest changing meetings or to have other members understand that I was still interested but for a few days was just too busy to work on program development.

C. Building in released time as part of the project was important and then we had the freedom to schedule the released time when we really needed it. I didn't feel that the team wasted time. We did a good job of utilizing the program development time we had.

C.A. One of the things that I worked very hard to do was to have open atmosphere in the planning team and to be flexible enough to listen to the suggestions of others. I felt the whole team did a good job of this. Did you think so too?

T. That was one of our strong points. I have worked in lots of other groups where I didn't feel free to express myself and held back ideas that I thought were good. In this group, I was free to both give ideas and express my opinions. I found that this made me more willing to listen to others.

C. In addition to the give and take, I thought the team members were good at compromising if they didn't agree, or else allowing each other the freedom to do things our own way. I never felt that I was being forced into something that I couldn't agree with.

C.A. Along those lines, did you think that you had the chance to use your own unique skills and knowledge in developing the units?

T. It took awhile, but that finally came. For example, I had definite ideas about what types of activities should be used and how long students could stay interested in them. At first, I didn't think people, particularly counselors, were listening to me. So, I invited some of them to visit my classroom to see what the students were like in the classroom situation. After that, the counselors acknowledged that my suggestions were good and used them in developing the units.

C. I must admit that there is a difference between working with students in the classroom and in a one-to-one relationship. I had forgotten and really had some unreasonable expectations about what students could do. I thought my expertise was in the area of career development. From working with students, I had some strong ideas about what their needs were. I felt the group listened to what I had to say.

C.A. It sounds as if overall you enjoyed being a part of the program development team. I think the team developed some good units and, as you know, we are now ready to train other teachers and counselors in using the materials.

C. I complained sometimes while we were doing it, but I feel that it was worth it. The units should help strengthen the career planning skills of students and I learned a lot from the experience.

T. I agree. We have tried hard to keep communicating and sharing sample materials with the counselors and teachers who were not involved in program development. We tried to incorporate their suggestions. I just hope that they do try the units.

Advantages of Teaming

Advantages of Small Groups

1. *Size* - Using a team in program development has the advantage of providing a small group of people with which the program manager can work. This makes it easier to form a change agent relationship and facilitates communication.
2. *Representation* - A program development team provides the opportunity to have a few carefully selected individuals involved in program development who represent the interests and concerns of several larger groups within the organization.
3. *Motivation* - Working in a group can provide motivation to the group members. A group can provide ideas and can give reactions to the efforts of individuals in the group. Also, group members tend to monitor each other and encourage each other to keep commitments made to the group.
4. *Emotional Support* - While it is often discouraging for individuals to work independently on program development, a group can provide emotional support which is needed for continued progress.
5. *Diverse Skills and Knowledge* - Perhaps the greatest advantage of using teams in program development is that each individual in the group brings special skills and knowledge to the group. This brings a strength to program development that no single individual could offer.

Principles to Follow in Teaming

1. *Orientation and Structure* - Successful teaming depends on the group members' clear understanding of the purpose of the group (program development related to career development) and the structure of the group (what is expected of team members in terms of time and work tasks).

2. *Timing* - Teaming requires time and it is important to schedule sufficient time for all activities. Team members should probably have released time from other responsibilities. Also, it is important to meet at the convenience of team members. If they are under pressure to complete other tasks (such as scheduling students or grading exams), they will be less productive.

Teaming Requires Planning

3. *Flexibility and Openess* - Teams are most effective when all team members are flexible and open. That is, they are willing to listen to others' ideas and to compromise with other group members.
4. *Motivation* - The most successful teams are comprised of people who are motivated to work on program development. This indicates either using individuals who voluntarily agree to join the team or providing motivation for the members after they have joined the team.
5. *Appreciate and Utilize Differences* - A major advantage of groups is the different skills and expertise of the group members. Effective program development teams use role differentiation where group members are encouraged to use their individual expertise.
6. *Linkage to Ideas and Resources* - Although groups have many resources within the group, all groups need input from outside to provide new ideas and resources. The program manager has a major role of linking the group to these resources through use of consultants, materials and training activities.
7. *Communication with Total Organization* - Program development results in programs for implementation within the larger organization. Acceptance of the program depends on the ongoing communication between the program development team and others in the organization so that all involved people feel they have input into the program development process.

Summary: There are several advantages to using a program planning team such as manageable size representing various sub-groups, ongoing motivation and emotional support, and providing diverse strengths and knowledge. As you think about selecting members of your program development team, you need to consider such factors as orientation and structure, motivation, timing, flexibility, differences of group members, linkage to resources, and ongoing communication with the total organization. You will now participate in some activities to help you better understand the advantages of teaming.

ACTIVITY - STRENGTH INVENTORY

One of the major advantages of teaming is that it allows the pooling of the knowledge and skills of several people. This activity is called a "Strength Inventory." It will help you develop a list of your own knowledge and skills which can be useful in career guidance program development by talking with several module participants. Your Coordinator will give you instructions for this activity.

SELECTING A REPRESENTATIVE PROGRAM DEVELOPMENT TEAM

As mentioned earlier, using teams has the advantages of providing a small work group, a variety of skills and knowledge, and representation of various sub-groups. Whether or not these advantages will really be present in any given program development team depends on how well the program manager has selected the specific team members.

What to Consider when Selecting a Team

The following six factors are important to consider when selecting a program development team.

Represent Important Sub-Groups - Any organization is comprised of a number of sub-groups which are formed because the members have something in common. Sub-groups may be based on such factors as area of expertise, work setting, or age. Since the goal of program development is to design programs which will eventually be adopted by various sub-groups within the organization, it is important to have these sub-groups represented on the program development team. Sub-groups may be identified by observation or by interviewing a number of people in the system to have them identify existing groups. Some sub-groups are very visible while others may be hidden, and, therefore, more difficult to identify.

Identif. Sub-Groups

Formal Leadership - Every organization has a number of formal leaders. These are individuals who are officially designated as having certain types of responsibilities and power. Examples of formal leaders are building administrators, and top level administrators. Formal leaders are not usually members of the working program development team. However, the success of program development efforts depends on their support and approval. This can be accomplished by involving them in selecting the team, by having them meet with the team periodically and by communicating with them frequently about team progress.

Influentials - Another type of leader is the informal leader or influential. This is an individual who is a member of a sub-group and who is seen as an important person by other members of the sub-group. An influential is seldom formally appointed; rather s/he is the person to whom group members tend to look for ideas and for emotional support. Influentials are key people to involve in program development because they have very high influence over the behavior and attitudes of others in their sub-group. While influentials can sometimes be identified by observation, this is not always possible. A more effective technique is to ask sub-group members a question such as, "When you want information about a new technique, who in your group do you usually ask?" or "When a decision needs to be made, who in your group are you most apt to listen to?" If the question is asked of several sub-group members, they will tend to name the same person. This person is the influential.

Identify Opinion Leaders

Commitment and Time - Another important consideration in selecting team members is to be sure that each will be willing to work on program development and will have time to work. Once an individual has been tentatively identified, it is important for the manager to talk with him/her to explain the program development task, and to clarify whether the person is really committed to working and whether s/he has the time to work. The program manager might also want to consult with others to see what types of current time commitments the potential team member has and see whether s/he has been productive in previous program development activities.

A Motivated Team

Compatibility and Willingness to Work in Group - The program development team needs to work cooperatively. A final consideration is both the compatibility of various team members and the willingness of each to work in a group situation. The team, because it is representative of various sub-groups,

Willing to Work as Group

will not initially be a close group and the program manager will need to build group strength. However, it is helpful to avoid extreme conflicts if they are known before the team is formed. Also, it is important for the manager to determine whether an individual is comfortable working in a group situation. This may be done by talking with the prospective member about his/her feelings about working in a group and by talking with other people who have had previous group experiences with the prospective team member.

Group Membership Skills - Members of the program development team need to have group membership skills such as willingness to share ideas, to assume responsibility for the completion of group tasks, to help others to share their ideas, and to facilitate group process within the team. A final consideration in selecting team members is to identify individuals who have these membership skills or to work with the newly formed team to develop these skills. Prior identification of people with membership skills can be done through observation of prospective team members in other group situations, through interviewing them about these skills, or through seeking information from others who have worked with them in previous group situations. Continued development and improvement of group membership skills depends on the program manager utilizing the principles of teaming discussed in the previous section and change agent behaviors described in the first session.

Skilled in Group Behavior

Summary: The section has presented information to help you develop skills in analyzing your organizational setting and selecting a representative program development team. It has focused on specific procedures which can be used to insure a team that represents sub-groups, influentials, time and commitment members, willingness of members

to cooperate in team planning, and group membership skills. You will now participate in an activity which will help practice these team selection skills.

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ACTIVITY - WILL THE REAL TEAM PLEASE STAND UP

This activity will provide the opportunity for you to apply the principles for selecting a program development team to a simulated situation. You will work in a small group to select a program development team and an advisory committee for designing a secondary level career development program. Your Coordinator will give you instructions for the activity.

Case Study

You are the director of guidance for a public school district. Last year, your state passed a career education act which requires all local school districts to develop a district career education plan during this school year. You have been assigned the role of developing the career development component of this plan for the secondary school level.

The district is organized with a superintendent and assistant superintendent for curriculum, business and finance, and pupil personnel services. There are district level consultants in the special education, guidance, media, and elementary and secondary curriculum. The district has an above average financial base. There is a county educational service center which your district utilizes for such services as computer services, consultation, media materials loan and production.

The high school is organized by departments. The guidance department has five counselors each of whom has a case load of students. While there is some interaction, counselors tend to work with their own students on a one-to-one basis. The guidance office has a career materials center which has been developed and is operated by a group of volunteer parents. Two of the counselors have worked with the social studies department to develop and deliver a two week unit on career planning. The principal has taken leadership in encouraging the central office administration to develop computer services for attendance and scheduling. The curriculum departments are very different in terms of formal curriculum planning. The vocational education department, math department and social studies department are the only ones which have written formal course descriptions. The librarian has worked closely with teachers and the district media coordinator to develop a learning materials center with a variety of individualized materials and media which students can use in such areas as foreign language, science and English.

The three junior high schools have developed a core curriculum. Teachers work in teams by grade level and have developed comprehensive curriculum descriptions for the core areas. The curriculum also provides

a variety of short exploratory courses which students may elect. Although this structure is used in all three junior high schools, there are differences in the degree of acceptance of it in the three buildings. One building is a model school where teachers have been very excited and have fully implemented the concept. In the other two buildings, about sixty percent of the staff have accepted the structure while the other staff are still resisting it. Counselors at the junior high level work with students who have been referred by themselves, teachers or administrators because of particular problems. About seventy percent of their time is utilized in individual or small group counseling of referred students. The remaining time is spent in such activities as scheduling, test administration and orientation.

You have assessed the resources of your district and have discussed program ideas with district staff and administrative personnel. A tentative decision has been made to develop career resource centers, to design a local application of a computerized guidance system and to develop student guidance packages which can be used either in the career resources center or in the classroom by teachers.

Your next step is to form both an advisory group and a program development team. The advisory group would provide consultation and would react to program development efforts. The program development team would be responsible for developing specific plans and designing materials so that the career resource center, guidance packages and computer system would be available for use on a limited basis in all secondary buildings by next year. You sent out a memo to building administrators and other staff inviting anyone interested in the career development program to attend a meeting. The following people attended your first meeting:

1. High School Vocational Education Teacher - I have been involved in curriculum development in the vocational education department. I feel that career development is important and would like to do more in this area in my classroom. I am department chairman for the high school building. I am concerned that too much vocational education money will be diverted into career education.
2. High School Math Teacher - I am the math department chairperson for my building. I am motivated to find out more about career education because I hear it is a coming trend and I always learn how trends will affect my subject area. Under my leadership, the math department has developed curriculum outlines which have been used for the past five years.
3. Assistant Superintendent for Curriculum - I am interested in this project because I have overall responsibility for any curriculum revision in the district. I function primarily as a consultant and do not have the power to dictate curriculum changes. My approach is to suggest ideas and provide workshops to stimulate change.
4. Junior High Teacher - I am very interested in career development. I feel that our curriculum is not very relevant to students and that is why they have low motivation. I have not been willing to team teach because I haven't agreed with the structure of the core curriculum. I do teach several exploratory mini-courses.
5. High School Counselor - I guess I am an "idea" person. In the past, I have been able to interest several other counselors in doing group counseling and values clarification activities. I was one of the counselors who worked with the social studies department on career development activities. I am a very busy person. It just seems that I always have too many interesting projects going.
6. Junior High Counselor - I am very interested in career development. I have worked with several teams of teachers and I often join them in classroom activities. Although I don't know much about career development, I would like to learn more and develop guidance experiences for my students.
7. Assistant Superintendent for Pupil Personnel Services - I have

responsibility for guidance in this district but designate most of that responsibility to the director of guidance. I am also in charge of special education and that takes most of my time.

8. Junior High Counselor - I am interested in career development and have teamed with the other counselor in my building to teach a mini-course in career development. The course was well received by students but my principal encouraged us to drop it because it was taking too much time from other guidance activities. I tried to get teachers to offer the course but was unable to find anyone to do it.
9. County Educational Service Center Guidance Consultant - I have been working at the county level to select a computerized guidance system which would be made available to schools in the county. That system will be available next year and I would be available on a limited basis to help local districts design uses of the system.
10. High School Counselor - Because I work with non-college bound students I am particularly interested in career development. I have worked with the volunteers to develop the career resource center. Because I feel other counselors don't know much about occupations, I work alone specializing in my own area. I have tried to work with teachers but they are only interested in their subject area.
11. Junior High Librarian - I am very interested in career development. I have developed a career corner in our library and try to highlight a different career area each month. I do feel that all resource materials should stay in the library and would not like to see a separate career center formed.
12. High School Principal - I tend to be rather democratic in working with my staff. I am not very familiar with career development concepts. I do feel that it is important for students to learn to develop educational planning skills which will allow them to derive maximum benefit from their high school education.
13. District Media Consultant - I work closely with secondary school librarians. We have a rather large media budget and work closely as a group to set priorities for how that budget will be spent. I do have the responsibility of approving building level budgets.

14. High School English Teacher - I don't know very much about career development. However, I have been able to get a group of six English teachers interested in working to develop a new curriculum area each year for the last four years. I am representing that group and we feel that career development might be a key area for next year.

15. Junior High Teacher - Although I was asked by my colleagues to accept the department chairpersonship, I refused because I would rather spend all of my time in the classroom. I am not very familiar with career development but would like to learn more. I have already started several new social studies areas throughout the past few years and would like to continue to improve the program.

Select Your Own Team

Now that you have had the opportunity to discuss the fifteen potential team members in your small group, decide on the five members which you feel are most promising for a program development team. List the five by number and name.

1. First Team Member: _____
2. Second Team Member: _____
3. Third Team Member: _____
4. Fourth Team Member: _____
5. Fifth Team Member: _____

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STRATEGIES FOR SUPPORTING TEAM PROGRAM DEVELOPMENT EFFORTS

The previous sessions in this module have introduced characteristics of an ideal change agent relationship, helped you develop strategies for redefining your current role, suggested advantages of using teams in program development, and described strategies for selecting program development teams. As was mentioned in the introduction to the module, this module is not designed to help you develop specific program development skills but rather to help you develop skills which will support the use of a systematic program development model. Once you have developed change agent skills and behaviors, and have selected a program development team, there are several strategies which you as a program manager can use to support the program development team in tneir efforts to design a new or revised career guidance program.

Continue the Change Agent Relationship

Sessions 1 and 2 of this module help you understand and practice the nine characteristics of an ideal change agent relationship. In review, these were: (1) reciprocity, (2) openness, (3) realistic expectations, (4) reward, (5) structure, (6) shared power, (7) minimum threat, (8) confrontation of differences, and (9) involvement of relevant parties. As you work with the program development team, these characteristics will be very important. As a program manager you will be able to use these change agent behaviors and skills to support both individual members of the team and the entire team group during group planning sessions.

Change Agent Characteristics Help Motivate Program Development

Division of Labor

You have carefully selected a program development team to represent various sub-groups within your organization,

and to provide a diversity of knowledge and skills on the planning team. Division of labor is a strategy which can maximize the use of team diversity. During team meetings, it is helpful to define the program development tasks and to allow team members the opportunity to select program development responsibilities for which they feel most qualified.

Use the Strengths of Individual Team Members

Flexibility

Flexibility is the willingness of you as a program manager to give each team member as much freedom as possible to define guidance strategies, to set reasonable time lines, and work according to his/her own personal styles. Broad program goals and guidance methods will need to be agreed upon. However, once that broad definition has been made, it will facilitate program development activities to be flexible and allow for individual differences.

Let Team Members Make Decisions

Linkage to Important Sub-Groups

The team model of program development is an efficient way of representing various sub-groups in the planning process. As you work with the program development team it is important to remember that team members are members of these sub-groups. It will facilitate program development activities if you work with individual team members to help them communicate with sub-groups to determine their suggestions for program ideas and their reactions to program development efforts.

Keep Flow of Communication Between Team and Sub-Groups Open

Linkage to Consultant and Training Resources

As was evident in the activity related to selecting a program development team, there is seldom a "perfect" team member. The team will be comprised of the best representative group but usually team members will need assistance in the program development process. Another important way of facilitating program development is to provide consultant and training resources to team members

Provide Consultant Help Tailored to Team Needs

both individually and as a group. Any organization has a number of consultant resources within the organization. These resources should be utilized heavily. Also, you can use consultant and training resources from outside of your organization. A major function of your program manager role will be to identify such resources and make them available on an ongoing, as-needed basis to the program development team.

Resources

Provide Materials, Money, and Time Needed for Program Development

Program development is impossible without adequate resources. While the program development team may be highly motivated early in the process, it can easily become discouraged if resources are not provided. Three major resources are materials, money and time. Materials include information sources needed to design programs. Program development team members should be encouraged to build the program based on existing guidance designs. A comprehensive resource file of reference materials will help stimulate team members' design efforts. Money resources are required to purchase equipment and new materials which will be needed to operate the new or revised program. As program manager, you can facilitate team progress by working to determine an approved budget for the new or revised program early in the program development process and then include the team members in allocating that budget for various components of the program. Time is an essential resource for successful program development. As program manager, you can play a major role in negotiating released time for members of the program development team. Once this time is available it is important to involve the team in determining how this time can be most effectively used.

Summary: This section has suggested strategies which you, as the program manager, can use to support team program development efforts. It is important to utilize these strategies since program development requires time and energy on the part of the team members. Without support from you, the team can easily become discouraged before the new or revised career guidance program is designed. These strategies include: continued use of the change agent relationship, division of labor, flexibility, linkage to important sub-groups, linkage to consultant and training resources, and resources such as materials, money and time. You will now participate in an activity to help you develop skills in applying these strategies to a particular program development situation.

ACTIVITY - KEEPING THE REAL TEAM MOVING

In the last session, you worked in a small group to develop a tentative list of five program development team members and five advisory committee members. In this activity, you will work in the same team. Your team will design suggested strategies to support the program development team which you selected. Your Coordinator will give you instructions for the activity.

Strategy Sheet

Goal: During the next year, the program development team will design applications of a computerized guidance system, develop plans for career resource centers and develop student guidance packages for utilization in the high school and the three junior high schools in the district. These program components will be tailored to each building so that they will be compatible with each building's program without requiring major changes.

Program Development Team:
1. _____
2. _____
3. _____
4. _____
5. _____

Advisory Committee:
1. _____
2. _____
3. _____
4. _____
5. _____

List Other Sub-Groups not Represented on the Program Development Team or Advisory Committee:

Possible Consultant and Training Resources Within the District:

Possible Consultant and Training Resources from Outside the District:

Possible Key People to Contact Regarding Materials, Time and Money Resources:

Strategy Sheet - Cont.

Strategy 1: Strengthening the Change Agent Relationship with Program Development Team.

1.

2.

Strategy 2: Division of Labor

1.

2.

Strategy 3: Flexibility

1.

2.

Strategy 4: Linkage to Important Sub-Groups

1.

2.

Strategy 5: Linkage to Consultant and Training Resources

1.

2.

Strategy 6: Resources (Materials, Money and Time)

1.

2.

Individual Strategy Sheet

On the "Select Your Own Team" form at the end of the last session, the selected five members for a program development team. List them below:

1.

2.

3.

4.

5.

Assume that you are now a program manager working with this team. List one specific action you would take to use each of the following six strategies with your program development team.

Strategy 1: Strengthening your change agent relationship with the team.
Action:

Strategy 2: Utilize division of labor.
Action:

Strategy 3: Utilize flexibility
Action:

Strategy 4: Linkage to important sub-groups.
Action:

Strategy 5: Linkage to consultant and training resources.

Action:

Strategy 6: Acquire resources for team.

Action:

APPLICATION

The information and skills which you have acquired in this module can be used to develop specific strategies which will help you function as a change agent to initiate and support career guidance program development using program development teams in your own organization. You will now have the opportunity to list specific strategies which you feel will be most effective to use in your own work setting. As you proceed with program development efforts, you may want to revise and expand this list of strategies.

The following is a list of specific program manager goals which support the use of systematic program development. Throughout the module, you have received information which suggests strategies for achieving these goals. List at least one strategy (it will be helpful to you if you list more than one) which you will use to achieve each goal. You may also want to assign tentative completion dates to each strategy so that you have a timeline for program development activities.

Program Manager Goal	Strategy
1. Test your knowledge of your organization.	
2. Seek and gain administrative support for your change agent (program development manager) role.	
3. Redefine your current job responsibilities to include change agent functions.	
4. Seek and acquire skills, knowledge and attitudes you will need to function as a change agent.	
5. Redefine your current relationship with others in the system.	
6. Identify potential program development team members.	
7. Select and confirm potential program development team members.	
8. Strengthen your change agent relationship with program development team members.	

Program Manager Goal	Strategy
9. Develop division of labor within program development team.	
10. Provide flexibility for program development team members.	
11. Build linkage to consultant and training resources for the program development team.	
12. Build linkage between program development team and sub-groups within the organization.	
13. Develop materials resources to support program development team efforts.	
14. Develop time resources to support program development team efforts.	
15. Develop money resources to support program development team efforts.	

APPENDIX

SIMULATION

Those of you who are not currently working as program managers in a particular organization setting may use one of the following three options for completing the "Application" activity.

1. Use the Case Study from the "Will the Real Team Please Stand Up" in Session IV. Assume the role of program manager and develop strategies for achieving the change agent goals in the school district presented in the case study.

2. If you have in the past or are now working in an organizational setting but not in the program manager role, assume the role of program manager for that setting and develop strategies for achieving the change agent goals.

3. If you are not involved in field placement or internship, assume the role of program manager for that setting and develop strategies for achieving the change agent goals.

REFERENCES

This module was developed to help you develop change agent skills such as redefining your current relationships in terms of change agent role, in identifying and selecting program development teams, and in identifying and selecting program organizational patterns to support program development and implementation. For in-depth reading on the above, the following may be helpful:

Developing Change Agent Role

Benson, A.N. & Blocher, D.H. The change process applied to career development. Personnel and Guidance Journal, 1975, 53(9), 656-661.

A description of the application of a planned change model to the development of career guidance program in the Rosedale (Minnesota) School District.

Havelock, R.G. The change agents' guide to innovation in education. Englewood Cliffs, New Jersey: Educational Technology Publications, 1973.

A comprehensive guide which describes the role of the change agent and specific strategies which can be used to facilitate change within an organization. This is a key resource for anyone interested in defining his/her program manager role in terms of change agent behaviors and skills.

Havelock, R.G. Planning for innovation through dissemination and utilization of knowledge. Ann Arbor: Institute for Social Research, University of Michigan, 1969.

This is a comprehensive review of the literature related to planned change. It is less practical in orientation than Havelock's previous reference but would be interesting to anyone wanting to know more about the theory behind the change agent role.

Havelock, R.G., Walz, G.R. & Shaw, R.B. Education change agents, modules and materials. Volume I. Ann Arbor: School of Education, University of Michigan, 1973.

This is a report of a project to develop materials to train educational change agents. The information in the report will expand on several of the concepts covered in this module.

Program Development Teams

Havelock, R.G. The change agents' guide to innovation in education. Englewood Cliffs, New Jersey: Educational Technology Publications, 1973.

This guide, particularly the sections on Stage I and II of the Planned Change Process, will provide information helpful in selecting and managing program development teams.

Royal Oak School District. Career development via counselor/teacher teams. Michigan: Author, 1975.

This is a report of the use of teaming to develop career guidance programs. It contains useful suggestions about the use of teams in program development.

Royal Oak School District. Implementing career education: The development of a local system for planned change. Lansing: Michigan State Department of Education, 1974.

This is a report of the use of teams to develop career education programs in a local school district. It presents information on change strategies using teams.

COORDINATOR'S GUIDE

USING CHANGE AGENT SKILLS TO MANAGE CAREER GUIDANCE PROGRAM DEVELOPMENT

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

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Module Goal

This module is directed toward guidance managers in school (K-12) and agency settings such as guidance directors, student personnel administrators and agency administrators responsible for counseling services. It is also designed for students in pre-service education programs who are involved in field placement or internship programs, or who have had work experience in organizational settings prior to or during their participation in the module. Students in pre-service programs without previous organizational experience should be involved in a concurrent field placement to make the learning experiences personally relevant.

It is assumed that the organization has made a tentative commitment to developing a new or revised career guidance program, and has designated the guidance manager as the change agent to support program development activities. Pre-service students will hypothetically assume the change agent role.

The module focuses on helping you develop skills in redefining your current relationships in terms of the change agent role, in identifying and selecting program development teams, and in identifying and selecting strategies for supporting team program development efforts.

Module Objectives

When you have successfully completed this module, you will be able to:

1. Identify discrepancies between your current manager behaviors and ideal change agent behaviors.

   Successful achievement of this objective requires participants to complete the "Rate Yourself on Ideal Change Agent Characteristics" form given in the module. The form requires participants to define nine characteristics. To be judged acceptable, at least seven of the nine definitions should be accurate in terms of the text definitions.

2. Demonstrate behaviors which will reduce the discrepancy between current relationships and the ideal change agent relationship. During role play activities, participants will assume, and be judged by other participants on their performance in, the role of program manager. A Role Play Observation Form will be used for this

purpose. The participant will have successfully achieved the objective if s/he receives at least four "Definitely Used" ratings on the observation form.

3. State positive attitudes toward the change agent role.
   (There are no activities specifically designed for this objective, and no criteria for achieving it.)
4. List the advantages of using teams to support and sustain program development.
   Participants will listen to (or read) an interview with a change agent, a counselor, and a teacher who have been involved in a team development project. To achieve this objective, participants must identify and list in writing at least three of the advantages brought out in the interview of using teams to support and sustain program development.
5. Demonstrate skill in selecting members of a program development team.
   Successful achievement of this objective requires participants to select five team members from a list of fifteen possible members. Selected members will be scored as "acceptable," "possibly acceptable," or "not acceptable" according to a key provided. To achieve the objective, the participant must have at least two "acceptable" and no "not acceptable" team members on his/her list of five.
6. Demonstrate skill in selecting strategies to support team program development.
   Given six strategies to support a program development team, the participant must list one specific action for implementing each strategy. Actions listed will be judged as "acceptable" or "not acceptable" according to given criteria. To successfully achieve the objective, the participant must have one acceptable action for each of at least four of the strategies.

COORDINATOR'S ROLE

Your role as coordinator is crucial. It may be thought of in four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions,get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow it down, let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the module--winding up an activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people, don't let the aggressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction, nudge them that way when they're not. Judge whether they perform adequately in the post-assessment items, the activities which are part of the assessment (see the "Evaluation Criteria"), and the Application. Keep a record of how each participant does. In general, maintain the quality level of the workshop.

Specific Functions of Coordinator (to be used as a checklist as you go through the module)

Prior to workshop:

1. Study the module thoroughly ahead of time. Be familiar with the participant materials and this Coordinator's Guide. It is strongly recommended that you participate in the Module before you lead it with a group.

2. Make sure all needed materials are present for the workshop. Participants will need a few sheets of blank paper. You may want to use a blackboard or newsprint to record group activities to share with the total group.

3. Make sure that room arrangements are appropriate. Since many of the activities are done in small groups, the best arrangement is tables with five or six chairs per table.

At the workshop:

1. Introduce yourself to participants, and them to each other. Briefly explain your background and the role you will play in the module.

2. Establish time limits (lunch, when the day ends) and schedule for the day, and do your best to stick to them.

3. Follow the instructions in this guide for the following:
   A. Introductory Activity
   B. Introduction: Module Goal, Objectives, Outline, and Glossary.
   C. Session I: Ideal Change Agent Relationship
   D. Session II: Internal Change Agent
   E. Session III: Using Teams to Support Program Development
   F. Session IV: Selecting a Representative Program Development Team
   G. Session V: Strategies for Supporting Team Program Development Efforts

H. Application

I. Module Wrap Up

NOTES TO USERS

1. This module is intended to be used as a prerequisite to the module entitled Using Change Agent Skills to Manage Career Guidance Program Implementation.

2. It is extremely difficult for participants without prior educational experience or without a current educational placement to respond appropriately to these module activities. It is therefore recommended that these modules be used in inservice training sessions.

3. Implementation of the skills acquired in these modules occurs most effectively when at least two individuals from the same institution participate in the training. The modules are even more effective when they are implemented with the entire staff of an organization.

4. The preferred utilization of these two modules is a back-to-back, 2-day experience. However, a week's separation between the two does not appear to destroy the flow of the sessions. Too much time lapse between the modules leads to a lack of continuity and may result in lower levels of accomplishment in the second module on futuristic programs.

5. Each participant should be encouraged to identify a target for change in his/her work setting. As an academic exercise, the experiences are far less meaningful than when they are applied to a real-life needed change.

6. On completion of the training, the facilitator should encourage participants to establish a later time at which they can review their progress in using the skills acquired in their training.

These notes are based on the results of a field test of the module conducted in August 1976.

MODULE GOAL, OBJECTIVES, OUTLINE, AND GLOSSARY

1. Module Goal and Objectives. (5 minutes)
   A. Have participants read the Module Goal and Objectives.
   B. Explain that this is the first of two modules to help participants develop change agent skills.
   C. Explain that this Module assumes that the organization is committed to career guidance program development and has designated the guidance manager as the change agent to support program development activities.
   D. Review each of the six Module Objectives with participants.
2. Module Outline (5 minutes)
   A. Have participants review the Module Outline.
   B. Tell participants that they will be involved in five sessions. Each of these sessions will have basic information presented in the text and will have an activity which will help participants apply the text information to a career guidance program development situation. The five sessions are:
      1. Ideal Change Agent Relationship
      2. Internal Change Agent
      3. Using Teams to Support Program Development
      4. Selecting a Representative Program Development Team
      5. Strategies for Supporting Team Program Development Efforts
   C. Tell participants that they will also participate in an Application which will give them the opportunity to apply the information from all five sessions to their own organizational setting (to a simulated organizational setting if they are not now a career guidance program manager).
3. Glossary (5 minutes)
   A. Have participants read the Glossary.
   B. Answer any questions participants have about the meaning of the terms in the Glossary.

INTRODUCTORY ACTIVITY

Goal: The Introductory Activity is designed to help participants understand that career guidance program managers can use change agent skills to support program development and implementation.

Text: (10 minutes) Program Manager as Change Agent

1. Have participants read text.
2. Review key points of the text for participants.
   - A. A program manager is anyone who has a leadership role in program development.
   - B. Program development is a systematic process.
   - C. The result of program development is a new or revised career guidance program.
   - D. Acceptance of the new or revised career guidance program requires behavior change.
   - E. The program manager can use change agent skills to help staff develop and implement a new or revised career guidance program.
   - F. The change process is ongoing, involves various groups, utilizes a representative team, provides resources and leadership, is a gradual process, allows staff to give feedback and uses the program manager as a change agent.

Activity: (5 minutes) Current Status Report

1. Read instructions for activity.
2. Be sure that each participant understands the instructions.
3. Have participants complete the five items.
4. Have participants score activity by counting the number of "yes" items.
5. Review each item. Tell participants that each of these conditions is important if the program manager is to be a change agent to support systematic career guidance program development.

IDEAL CHANGE AGENT RELATIONSHIP

Goal: This session is designed to help participants understand the nine characteristics of an ideal change agent relationship and to diagnose their current skill level on each of these nine characteristics. The activities provide the opportunities to identify behaviors related to each of the nine characteristics and to rate self on the characteristics.

Text: (15 minutes)

1. Select two participants to help you read the text. You read all of the text to the group except the examples. Have the two participants alternate reading the examples.
2. Review the text by stressing the following points.
   A. The program manager needs change agent skills.
   B. Assume that the program manager is working with a selected program development team which represents various groups within the organization.
   C. The nine characteristics of an ideal change agent relationship provide guidelines for the program manager-program development team relationship.
   D. The nine characteristics are: Reciprocity, openness, realistic expectations, reward, structure, shared power, minimum threat, confrontation of differences, and involvement of all relevant parties.
   E. Answer any questions relating to the characteristics of an ideal change agent. (Note that the activity will help to clarify the meaning of each characteristic.)

Activity: Ideal Change Agent Characteristics (30 minutes)

1. Have participants turn to the Activity - Ideal Change Agent Characteristics.
2. Have participants get into small groups (5 or 6 members).
3. Assign each small group one of the nine change agent characteristics. Try to have each group work with a different characteristic. If there are not nine small groups, do not work

with all of the characteristics. If there are more than nine groups, you may assign the same characteristic to more than one group.

4. Instruct each participant to think of a time when they either managed program development, were in some other way involved in program development, or observed others in the program development process.
5. Have each participant think of a specific situation when the manager used a behavior which s/he felt was a good example of the ideal characteristic which was assigned to their group.
6. Have participants work in their small group. Each group member should share the situation and the behavior that the manager used.
7. As one participant is reporting, other group members should record the situation and the behavior on their form. If they don't understand exactly what the manager did, they should ask questions until it is clear.
8. Each small group should select one member to report all of the suggestions to the larger group.
9. Have each small group report to the larger group by stating the change agent characteristic they were discussing and giving the situations and behaviors which were reported by group members.

Activity: Rate Yourself on Ideal Change Agent Characteristics (10 minutes)

1. Have participants turn to the Activity - Rate Yourself on Ideal Change Agent Characteristics
2. Have participants work individually on this activity.
3. Instruct participants to complete the rating scale by filling in section A for each of the nine characteristics and rating B either SA (strongly agree), A (agree), D (disagree), or SD (strongly disagree) for each of the nine characteristics. Then have them list the characteristics in which they most need to develop skills.

Evaluation Criteria:

1. The "Rate Yourself on Ideal Change Agent Characteristics" is the evaluation for Objective 1.
2. Compare the nine definitions given for Part A on Items 1-9 to the definitions for ideal change agent characteristics given in the text. Seven of the nine definitions should be accurate in terms of the text definitions.
3. Count the number of SA or A responses given for Part B on Items 1-9. There should be at least four SA or A responses.
4. Count the number of change agent characteristics listed in Item 10. There should be at least three characteristics listed and each should be directly related to the nine characteristics listed in the text.

INTERNAL CHANGE AGENT

Goal: This session is designed to help participants understand the advantages and possible limitations of being an internal change agent. This activity provides the opportunity to design specific steps needed to redefine their role in their own organizational setting (a simulation is provided for participants who are not currently program managers).

Text: (10 minutes)

1. Have participants read the text.
2. Review the following information from the text.
   A. An internal change agent is someone who is employed full-time within the system.
   B. The advantages of an internal change agent are: (1) they know the system, (2) they speak the language, (3) they know the norms, (4) they understand and support the need for change, and (5) they are known by others.
   C. Possible limitations of an internal change agent are: (1) they may lack perspective, (2) they may lack skills and knowledge, (3) they may not have the responsibility, (4) they may not have the time, and (5) they need to redefine their role to include change agent functions.
   D. Tell participants that they will now participate in an activity to help them redefine their role.

Activity: Redefining Your Role (35 minutes)

1. Have participants select a partner to work with during this activity.
2. Explain that during this activity, they will be role playing. Each will have the opportunity to be a "helper" and a "manager."
3. Explain that during the role play, participants who are currently guidance managers should use their current work situation and participants who are not currently guidance managers should use the simulation provided for this activity.

4. Have participants look at the "Checklist for Redefining Your Role" and have them ask questions if they do not understand the five goals.
5. Read the following instructions for Round 1. (Explain that there will be two rounds during the activity.)

   Step 1: Decide which of you will be the "helper" and which will be the "manager."

   Step 2: The helper starts by interviewing the manager on Goal 1 on the "Checklist for Redefining Your Role." The manager explains his/her current situation related to this goal. The helper should continue to ask questions until the manager's situation is clear. After discussing Goal 1, the helper and manager should develop a list of two strategies, e.g. information the manager will seek or people that s/he will talk to, which the manager will use to redefine his/her current role in terms of Goal 1. The manager should list these strategies on his/her "Checklist."

   Step 3: Continue to discuss each goal and develop two strategies as you did for Goal 1.

   Step 4: When you have developed strategies for each of the five goals the manager will select one of his/her strategies which involves talking with another person such as redefining his/her role with administration, negotiating a new job description or establishing the change agent role with program development team members. The manager will then role play this conversation with the helper taking the role of the other person.

   Step 5: After you have completed the role play, the helper will complete the "Role Play Evaluation Form" and will give feedback to the manager about how effective s/he was in communicating his/her change agent role in the role play situation.

4. Read these instructions for Round 2. Reverse roles, the manager becomes the helper and the helper becomes the manager. Repeat Steps 1-5 as in Round 1.

Evaluation Criteria:

1. The "Role Play Observation Form" is the evaluation for Objective 2.
2. The participant should receive at least four "Definitely Used" ratings on the "Observation Form" as completed by his/her role play partner.

USING TEAMS TO SUPPORT PROGRAM DEVELOPMENT

Goal: This session is designed to help participants understand the advantages of teaming and to become familiar with important principles to follow in teaming. The activity will help participants appreciate the variety of knowledge and skills which individual members can contribute to a team.

Text: (20 minutes)

1. Select three participants to help with the presentation of the text.
2. Assign each of the three participants the role of change agent (CA), counselor (C), or teacher (T).
3. Read the first two paragraphs of the text to the group.
4. Tell the participants that they will listen to an "Example of Teaming." Ask them to listen carefully and to note three advantages of teaming which are mentioned in the "Example."
5. Have the three participants role play the "Example."
6. Ask the group to share the advantages to teaming which they heard in the "Example."
7. Have participants read the remainder of the text.

Activity: Strength Inventory (25 minutes)

1. Give each participant an 8 1/2" by 11" sheet of paper.
2. Read the following instructions.
   A. When I say "start" you should get up and begin to circulate around the room.
   B. When you meet someone, stop to talk to them.
   C. Talk long enough to identify one knowledge or skill which s/he has which would be useful in developing a career guidance program. When you have identified a knowledge or skill, write it on his/her paper. S/he should then identify one knowledge or skill for you and write it on your paper.
   D. When each of you has recorded one knowledge or skill on the other's paper, move on until you meet another person.
   E. Keep repeating this process until I tell you to stop.

3. Tell group to start and give them 15 minutes to continue the activity.
4. Tell them to stop and give the following instructions.
   A. Get into small groups of 5 or 6 people. Do it quickly, grouping with people who are near you now.
   B. When you are in your small groups, each group member should share the knowledge and skills which are listed on his/her paper.

SELECTING A REPRESENTATIVE PROGRAM DEVELOPMENT TEAM

Goal: This session is designed to help participants understand the basic principles of selecting a program development team and procedures for confirming the appropriateness of the team members. The activity is a simulation in which participants select program development team members and advisory committee members from a list of possible members.

Text: (15 minutes)

1. Have participants read the text.
2. Review the following information from the text.
   A. Program development is most effective if a program development team is carefully selected to assume major responsibility for program development.
   B. Important factors to consider when selecting a program development team are: (1) represent important sub-groups, (2) consider formal leadership, (3) consider influentials, (4) assess commitment and time, (5) consider compatibility and willingness to work in a group, and (6) consider group membership skills.
   C. Review the importance of confirming team members by using several different sources such as talking to the individual and talking to others who have worked with the individual in other team efforts.
   D. Tell participants that they will now participate in an activity to help them develop skills in selecting program development team members.

Activity: Will the Real Team Please Stand Up (30 minutes)

1. Have participants divide into small groups of four or five.
2. Have participants work alone to read the "Case Study."
3. Tell participants to complete the following steps in their small group.

   Step 1: Work individually to review the 15 people described in the case study. Select five members to be on the program development team (this team will actually

develop the program so it can be used by other staff) and five members to be on an advisory committee (this group will provide consultation and review). Put PD beside the choices for the program development team and AC beside the choices for the advisory committee.

Step 2: Work as a group to arrive at a consensus list of five members for the program development team and five members for the advisory committee. When selecting program development team members consider these criteria: (1) represent important sub-group, (2) sanctioned by formal leaders, (3) influential in sub-group, (4) commitment and time, (5) compatibility and willingness to work in group, and (6) group membership skills.

Step 3: After the small group has agreed on five program development team members and five advisory committee members, develop a list of specific steps to confirm those prospective program development team members and specific steps to take to identify other prospective team members who were not on this original list.

Step 4: Have each team report the following to the large group: (1) list the five members selected for the program development team, (2) list the five members selected for the advisory committee, (3) list ways of confirming program development team membership, and (4) list ways of identifying other program development team members not on the original list.

4. Have each participant work alone to complete the "Select Your Own Team" form.

Evaluation Criteria:

1. The "Select Your Own Team" form is the evaluation for Objective 5.
2. Score each of the five selected team members as Acceptable (A), Possibly Acceptable (PA), or Not Acceptable (NA), using the following key.

Acceptable

1. High School Vocational Education Teacher
2. High School Math Teacher
6. Junior High Counselor
11. Junior High Librarian
15. Junior High Teacher

Possibly Acceptable

4. Junior High Teacher
5. High School Counselor
8. Junior High Counselor
10. High School Counselor
14. High School English Teacher

Not Acceptable

3. Assistant Superintendent for Curriculum
7. Assistant Superintendent for Pupil Personnel Services
9. County Educational Service Center Guidance Consultant
12. High School Principal
13. District Media Consultant

3. The participant must have at least two "Acceptable" and no "Not Acceptable" team members in his/her list of five.

STRATEGIES FOR SUPPORTING TEAM PROGRAM DEVELOPMENT EFFORTS

Goal: This session is designed to help participants understand the major strategies which can be utilized by a program manager to support and maintain team program development efforts. The activity builds on the simulation from the last session and is designed to help participants build skills in designing strategies for supporting a program development team in a particular organizational setting.

Text: (15 minutes)

1. Have participants read the text.
2. Review the following information from the text.
   A. Once a program development team has been selected, it is important to design strategies to support the team during the program development process.
   B. Important strategies to consider in supporting team efforts are: (1) continue the change agent relationship, (2) division of labor, (3) flexibility, (4) linkage to important sub-groups, (5) linkage to consultant and training resources, and (6) resources such as materials, money and time.
3. Tell participants that they will now participate in an activity to help them develop skills in supporting team program development efforts.

Activity: Keeping the Real Team Moving (30 minutes)

1. Have participants get in the same small groups that they were in for the activity in the previous sessions.
2. Tell the participants that they will be working with the same "Case Study" which they used in the last activity.
3. Tell the participants that they are to assume that they are planning strategies to support ongoing program development efforts with the team which they selected in the previous activity.
4. Tell the participants to complete the following steps in their small group.

   Step 1: Turn to the "Strategy Sheet." List the title and number of the people they selected for their program develop-

ment team and for their advisory committee.

Step 2: Review the "Case Study" and, working as a group, identify other sub-groups, within the district consultant and training resources, outside the district consultant and training resources, and key people to contact regarding materials, time and money resources. Tell the participants to record these on their "Strategy Sheet" as their group identifies them.

Step 3: Tell the group to brainstorm all possible methods the program manager in the simulation could use to implement Strategy 1: Strengthening the Change Agent Relationship with Program Development Team. Suggest that the group use the information it has already recorded on the "Strategy Sheet" to suggest methods. Have one group member record the brainstorm suggestions on a blank sheet of paper. After the brainstorming is completed, tell the group to decide on the two most promising suggestions for implementing Strategy 1 and have each participant record those two on his/her strategy sheet. Stress that these will be initial strategies for supporting the team and may well be modified or expanded by the program manager as program development efforts continue.

Step 4: Tell the group to repeat Step 3 for Strategies 2-5 on its "Strategy Sheet."

5. Have each participant work alone to complete the "Individual Strategy Sheet."

Evaluation Criteria:

1. The "Individual Strategy Sheet" is the evaluation for Objective 6.
2. Score the action given for each of the six strategies either acceptable or not acceptable using the following criteria.

   Strategy 1: Change Agent Relationship

   The response must be an action taken with an individual team member or the entire group which will strengthen one of the following characteristics of the relationship: reciprocity, openness, realistic expectations, reward, structure, shared power, minimum threat, confrontation of differences, or involvement of all relevant parties.

   Strategy 2: Division of Labor

   The response must be an action which will allow team members to work on areas of particular strength such as building level division, subject area division, past experience division, or special expertise division.

   Strategy 3: Flexibility

   The response must be an action which will allow team members to work according to their own preferred style of operation or within their own personal time constraints.

   Strategy 4: Linkage to Sub-Groups

   The response must be an action which will promote input from sub-groups which are not represented on the program development team.

   Strategy 5: Linkage to Consultant and Training Resources

   The response must be an action which will allow the team members to have contact with consultant and training resources such as county, district and building-level formal leaders and consultants.

   Strategy 6: Acquire Time, Money and Materials Resources

   The response must be an action which will solicit the assistance of formal leaders and consultants in the county, district and buildings in obtaining time, money or materials resources.
3. The participant must have one acceptable action for at least four of the strategies.

APPLICATION

Goal: The Application is designed to help participants apply the knowledge and skills they have learned in this module to their own work situations.

Directions: (45 minutes)

1. Read description of the Application to participants.
2. Refer participants who are not now program managers to the Simulation in the Appendix and have them decide which situation they will use for the Application.
3. Tell participants to complete the Application by listing at least one Strategy for each Program Manager Goal.
4. Circulate to monitor participants as they complete the Application. Answer questions which they might have. If they wish to discuss the Application with another participant, encourage them to do this.

MODULE WRAP UP

Goal: Administer the Postassessment, describe References, and answer any final questions which the participants have.

Directions: (30 minutes)

1. Have participants complete the Postassessment. Collect the Postassessment results.
2. Describe the References to participants.
3. Have a brief open discussion on any questions which participants have about the Module.

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

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NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A I strongly agree	Column B I agree	Column C I disagree	Column D I strongly disagree	Column E I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodrow M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodrow M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler